

Scientifically Based Universal Screening and Progress Monitoring: Integral Components for School Success

Mark R. Shinn, Ph.D.
Professor and Director, School Psychology Program
National Louis University, Skokie, IL

markshinn@me.com
<http://markshinn.org>

Third Annual Human Development Center Institute: Intervening Early To Reach All Students, April 23-24, 2009

Disclosure

- Mark R. Shinn, Ph.D. Serves as a Consultant for *AIMSweb*, which provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI
- Mark R. Shinn, Ph.D. Serves as a Consultant for *Vmath*, a remedial mathematics intervention, from *Voyager*
- Mark R. Shinn, Ph.D. Serves as a Consultant for Glencoe Publishing for their *Jamestown Reading Navigator (JRN)* product

Big Ideas

- One of the **Features** of Multi-Tier, Coordinated Early Intervening Services (aka RTI) is **Data-Based Decision Making**, Particularly **Screening** (Universal) and **Progress Monitoring**
- Schools Currently Are **Unsystematic** or Trying to Build Their Data System(s) Around Tests or **Practices Used in General Education** Classrooms; These Practices are **Not Scientifically Based** for Screening and Progress Monitoring
- Build Your Data System “**Backwards**” Ensuring that Data Systems are Tied to **Scientifically Based** Assessment Practices...Thus, Use **Curriculum-Based Measurement**.
- **Within Members of the CBM Family**, There Are **Considerable Confusions and Inefficiencies**.
- We Know How to **Increase Efficacy** and **Efficiency** of Progress Monitoring and Screening

Handouts and Other Materials Available at

<http://markshinn.org>

Go to

1. Downloads for Professionals
2. Presentation and Handouts
3. Indiana Department of Education

Some Particular Recommendations...

Fuchs, L. S., & Fuchs, D. (1999). Monitoring student progress toward the development of reading competence: A review of three forms of classroom-based assessment. *School Psychology Review*, 28(4), 659-671.

Fuchs, L. S., & Fuchs, D. (2004). *What is scientifically based research on progress monitoring?* Washington, DC: National Center on Progress Monitoring, American Institute for Research, Office of Special Education Programs.

Fuchs, L. S., & Fuchs, D. (2008). Best practices in progress monitoring reading and mathematics at the elementary level. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 2147-2164). Bethesda, MD: National Association of School Psychologists.

Shinn, M. R. (2008). Best practices in Curriculum-Based Measurement and its use in a Problem-Solving model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 243-262). Bethesda, MD: National Association of School Psychologists.

Shinn, M. R. (in press). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Screening and Progress Monitoring in the Context of Lots of Assessment



(Nearly) Everyone Agrees...

The Big Ideas for Preventing Reading Failure in Grades K-3:

1. Increase the quality, consistency, and reach of instruction in every K-3 classroom
2. **Universal Screening** and **Timely** and **Valid Assessments** of **Reading Growth** for **Progress Monitoring**
3. Provide more intensive interventions to “catch up” the struggling readers

Modified from J. Torgeson, www.fcrr.org

The Question is **HOW?**

- ☒ **Unspecified** and **Discontinuous**
- ☒ **Specified**, But **Discontinuous** and **Inadequate**; or “Independent Contracting”
- ☒ **Specified** and **Continuous**, But **Inadequate**
- ☒ **Specified**, **Continuous**, and **Adequate**

Status Quo

- ☑ **No** Real **Plan**
- ☑ Driven By the Program's **Philosophy**
- ☑ **Unlikely to Change** Referral Driven to Universal Screening
- ☑ **Interventions** Across Any of the Tiers, including IEP, Are **Not Likely to Change**
- ☑ **Unlikely** to Contribute to **Successful Implementation** of **CEIS**

Independent Contracting

- ☑ For Tier 1: **Existing General Education Tests** Are Used for (Universal) Screening and Progress Monitoring by "Benchmarking"
- ☑ Progress Monitoring at Tiers 2 and 3 Are **Identified** But **Tied to the Program** (Title I, Special Education)

e.g., IEP goals based on 80% or PM practices tied to global, broad-band achievement tests

The Problem with "Independent Contracting"

Most General Education Tests Are....

- Really **Diagnostic** or About **Accountability**
- **Time** and **\$\$\$** Intensive
- **Not Validated** for Purposes of **Screening** and **Progress Monitoring**
- "Traditional" Practices at Other Tiers **Not Validated** for **IEP Goals** and **PM** and for **SE Entitlement Decisions (RTI)**

Specified and Continuous, But **Inadequate**

- General Education Diagnostic or Accountability Tests Are Used At **Each** Tier
- Again..
- Most General Education Tests Are....
- Really **Diagnostic** or About **Accountability**
- **Time** and **\$\$\$** Intensive
- **Not Validated** for Purposes of **Screening** and **Progress Monitoring**
- "**Not Validated** for **IEP Goals** and **PM** and for **SE Entitlement Decisions (RTI)**"

Specified, Continuous, And Adequate

- ☑ **Validated** for Progress Monitoring **IEP Goals** and **PM** and for **SE Entitlement Decisions (RTI)**
- ☑ **Validated** for Progress Monitoring **IEP Screening (Universal and Individual)**
- ☑ Useful for **Accountability and Program Evaluation**

Build It **BACKWARDS** to Ensure Scientifically Based Assessment Practices: Use CBM for Basic Skills

Cornerstone Set of Tools for US Department of Education/Office of Special Education Programs
National Center on Student Progress Monitoring
(www.studentprogress.org)

3 Federally Funded **National Demonstration and Dissemination Centers**

Almost **30 Years of Research** on School-Based Use for Progress Monitoring and Universal and Individual Screening with **Over 200 Refereed Journal Articles** on Reading Alone

Time and **Cost Efficient**

When Push Comes to Shove...Underpinnings of Legal and Regulatory Requirements

(B) ADDITIONAL AUTHORITY- In determining whether a child has a specific learning disability, a local educational agency may use a process which determines if a child **responds** to scientific, research-based intervention as a **part of the evaluation** procedures in paragraphs (2) and (3).

Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting **formal assessment of student progress** during instruction, which was provided to the child's parents.

- (3) Use **technically sound instruments** that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- (c) **Other evaluation procedures**. Each public agency must ensure that--
 - (1) Assessments and other evaluation materials used to assess a child under this part--...
 - (iii) Are **used for the purposes** for which the assessments or measures are **valid and reliable**;

CBM Was Developed to Provide Scientifically Based Tools to Write IEP Goals and Monitor Progress

- Original Legislation (EACHA or PL 94-142) Required **"New Concept"** of IEPs, Annual Goals, Progress Monitoring
- Best Available Technology (...with 80% Accuracy) Was **Not Defensible**
- **Emerging Behavior Practices** with the Importance of Single Subject Methods and Graphing

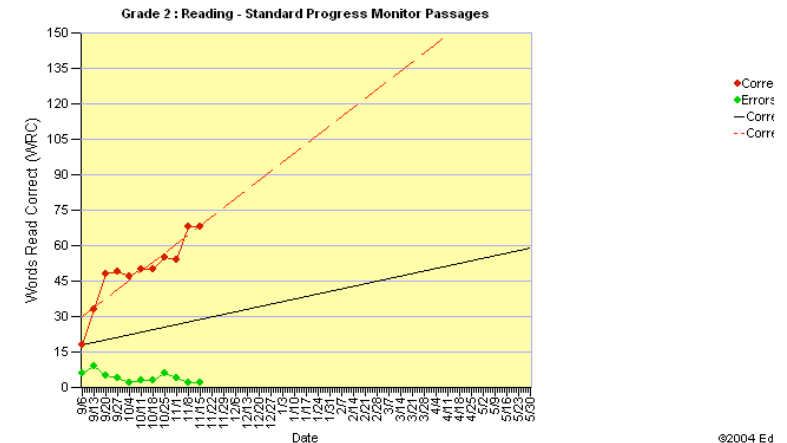
1978

Minnesota Institute for Research on Learning Disabilities (IRLD), Funded by Congress, Formalizes **Stanley Deno's** Research that Began in **1971** and Conceptualized in..



Deno, S. L., & Mirkin, P. (1977). *Data-based program modification: A manual*. Reston, VA: Council for Exceptional Children.

The Outcome: Scientifically Based Frequent Monitoring Toward IEP Goals



In Theory, Any Achievement Test Can Be Used for Universal Screening

Presuming It Identifies the “**Right Kids**”--

Those Who Need More Intensive Intervention

Presuming It Identifies the “**Right Number**” of Kids--

Aligned with the Availability of Resources

National Center for Student Progress Monitoring Rolled Over into USDE/OSEP National RTI Center

National Center on Response to Intervention
www.rti4success.org

Home About RTI Center Library Tools/Interventions Events Discussion Forums

What is RTI?
Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Our Library
RTI TOPICS
• What is RTI? (38)
• Tiered Instruction
• General Information (3)
• 3-Tier Model (25)
• 4- or 5-Tier Model (1)
• Models of RTI
• Problem-Solving Model (5)
• Standard Treatment Protocol (5)
• Student Screening Tools (4)
• Progress Monitoring (45)
• Early Intervening Services (12)
• Learning Disabilities Identification (41)
• Behavioral Interventions (3)

What's New in RTI?
Attention readers: FAQ document posted for Progress Monitoring protocol
The Center's Technical Review Committee has compiled frequently Asked Questions regarding progress monitoring submissions. The FAQs should assist vendors in completing the Progress Monitoring standard protocol for submission.
Click here for details.
Call for Progress Monitoring Tools Issued!
The Center's Technical Review Committee (TRC) has issued a call for Progress Monitoring tools. All interested vendors of progress monitoring tools are invited to respond. The deadline for submission is November 3, 2008. Click here for details.
Call for Screening Reading Tools Has Ended

www.rti4success.org

National RTI Center Minimum Criteria

(1) Can you provide **direct** evidence* on the effects of using your tool?

*Direct evidence refers to data from a study that has been conducted based on the tool submitted for evaluation. Studies that use data from the use of another tool, even if it is similar, are considered indirect evidence and will not be considered as adequate evidence for the purposes of this review.

(2) Do you have the following **classification data for your tool**?

- Specificity
- Sensitivity
- Positive predictive power
- Negative predictive power
- Kappa

(3) Is your **outcome** variable a **reading** measure?

(4) Are there at least **three months between the screening** and your **outcome measure**?

National RTI Center Screening Review Results

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration & Scoring Time	Scoring Key	Norms/Benchmarks
AIMSweb	Reading Curriculum Based Measurement (R-CBM)	●	Moderate-High	●	●	—	Individual	2 Minutes	Yes	Yes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Letter Naming Fluency	○	Moderate-Low	●	●	—	Individual	2 Minutes	Yes	Yes
	Nonsense Word Fluency	●	Moderate-Low	●	●	○	Individual	2 Minutes	Yes	Yes
	Oral Reading Fluency	●	Moderate-High	●	●	●	Individual	2 Minutes	Yes	Yes
	Phoneme Segmentation Fluency	○	Moderate-Low	●	○	●	Individual	2 Minutes	Yes	Yes
Scholastic	Phonics Inventory - Screener Version	●	Moderate-High	●	●	—	Individual Group	10 Minutes	Computer Scored	No
STAR	Early Literacy	●	Broad	●	●	●	Individual Group	10 Minutes	Computer Scored	Yes
	Reading	●	Moderate-High	●	●	●	Individual Group	10 Minutes	Computer Scored	Yes
STEEP	Oral Reading Fluency	●	Moderate-High	●	●	—	Individual	1 Minute	Yes	Yes

Chart Legend: ● Convincing Evidence | ● Partially Convincing Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

In Theory, Any Achievement Test Can Be Used for Progress Monitoring

Presuming It Identifies the **Sensitive to Improvement in Student Achievement** In a **Reasonable Period** of Time to Be Used **Formatively**

US Department of Education National Center on Student Progress Monitoring

Providing information and technical assistance to implement Progress Monitoring for students in the elementary grades.

What is Progress Monitoring?

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Common Questions on Progress Monitoring

How does Progress Monitoring work?
What are the benefits of Progress Monitoring?
Who should be practicing Progress Monitoring?
What challenges face Progress Monitoring?

For Families

Is your child's school implementing Student Progress Monitoring?
Want to learn more about what Student Progress Monitoring is and how you can help?
Watch here for information specifically for families.

What's New

See "About Us" to learn more about what the Center and its staff have to offer.
Visit the Web Library to find information about and other resources on Student Progress Monitoring.
Be sure to sign up to receive the most up to date...

About Us

To meet the challenges of implementing effective progress monitoring, the Office of Special Education Programs (OSEP) has funded the **National Center on Student Progress Monitoring**. Housed at the American Institute for Research, and working in cooperation with researchers from Vanderbilt University, we are a national technical assistance and dissemination center dedicated to the implementation of scientifically-based student progress monitoring.

The Center's mission:

The Center's mission is to provide technical assistance to states and districts and disseminate information about progress monitoring practices across to work in different academic content areas (K-5). The Student Progress Monitoring Center's integrated programs of services will:

- **Build knowledge and awareness** by forming partnerships and communicating with States, districts, associations, technical assistance providers, associations of higher education, and other interested groups;
- **Provide implementation support** for using and sustaining proven progress monitoring practices in States and districts; and
- **Provide for national dissemination** by developing resources and supporting ongoing information sharing through advanced web services, regional meetings, and a national conference.

www.studentprogress.org

Standards for Scientifically Based Progress Monitoring Have Been Established	
Reliability	Quality of Good Test
Validity	Quality of Good Test
Sufficient Number of Alternate Forms and of Equal Difficulty	Essential for Progress Monitoring
Evidence of Sensitivity to Improvement or to Effects of intervention	Critical for Progress Monitoring
Benchmarks of Adequate Progress and Goal Setting	Critical for Progress Monitoring
Rates of Improvement are Specified	Critical for Progress Monitoring
Evidence of Impact on Teacher Decision Making instruction or Student Achievement;	Critical for Formative Evaluation
Evidence of Improved Instruction and Student Achievement;	Gold Standard

Reliability	Quality of Good Test
Validity	Quality of Good Test
Sufficient Number of Alternate Forms and of Equal Difficulty	Essential for Progress Monitoring
Evidence of Sensitivity to Improvement or to Effects of intervention	Critical for Progress Monitoring
Benchmarks of Adequate Progress and Goal Setting	Critical for Progress Monitoring
Rates of Improvement are Specified	Critical for Progress Monitoring
Evidence of Impact on Teacher Decision Making instruction or Student Achievement;	Critical for Formative Evaluation
Evidence of Improved Instruction and Student Achievement;	Gold Standard

National PM Center Review Results

CBM Family Members Also Meet the Scientific Standards of *Reading First*

Reading Curriculum-Based Measurement (R-CBM), a standardized 1-min sample of oral reading where the number of WRC is counted

Has been deemed *Sufficient* for Use in *Screening, Progress Monitoring, and Outcome* for Grades 1-3 and in subsequent grades

The Secretary of Education's Leadership Academy Assessment Committee
Executive Summary of Final Report on Reading First Reading Assessment Analysis
(Kame'enui, 2002)

Reading Curriculum-Based Measurement (R-CBM), a standardized 1-min sample of oral reading where the number of WRC is counted

Has been deemed *Sufficient* for Use in *Screening, Progress Monitoring, and Outcome* for Grades 1-3 and in subsequent grades

The Secretary of Education's Leadership Academy Assessment Committee
Executive Summary of Final Report on Reading First Reading Assessment Analysis
(Kame'enui, 2002)

Building It Backwards: Ensure Best Practices for Special Education and Students with Severe Educational Needs



The IEP Process is Unsatisfactory: Special Education Needs to Be Worth Getting

Unfortunately, the *IEP process operates poorly in many places* (e.g., McDonnell et al., 1997). For years, IEPs have been based on a *mastery measurement* framework, which creates

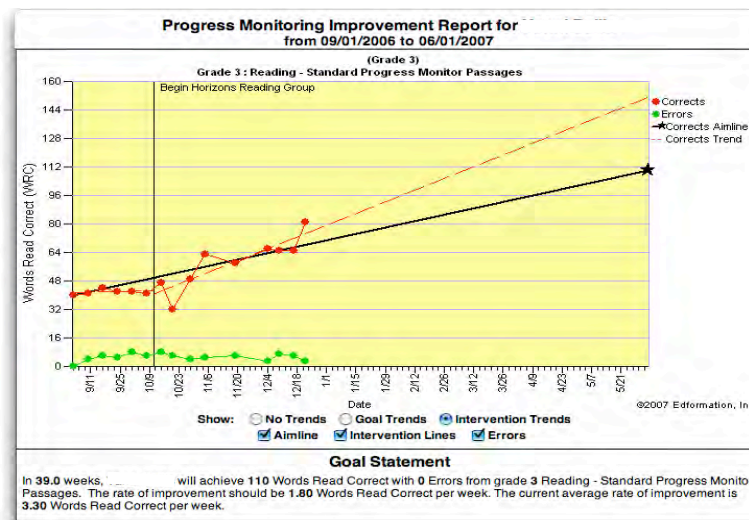
lengthy, unmanageable documents, and onerous paper work.

These mastery measurement IEPs, with their *long lists of short-term objectives*, also *fail to provide a basis for quantifying outcomes*.

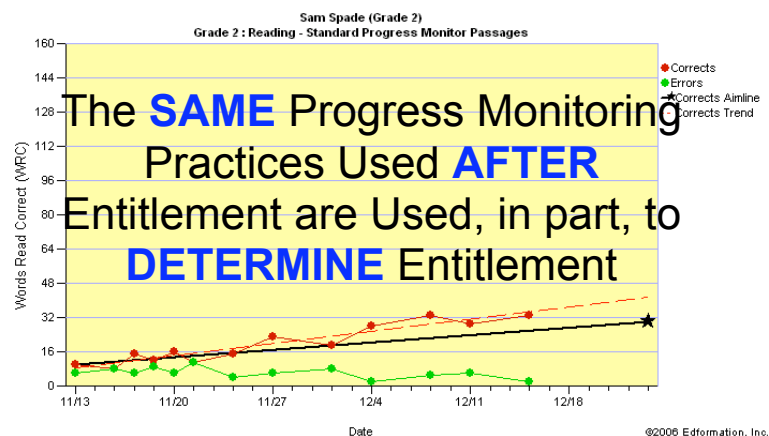
For these reasons and more, IEPs promote, at best, *procedural compliance without accounting for individual student learning* or describing special education effectiveness.

Lynn S. Fuchs and Douglas Fuchs, Vanderbilt University
Testimony to the President's Commission on
Excellence in Special Education,
Progress Monitoring, Accountability, and LD Identification
April 18, 2002

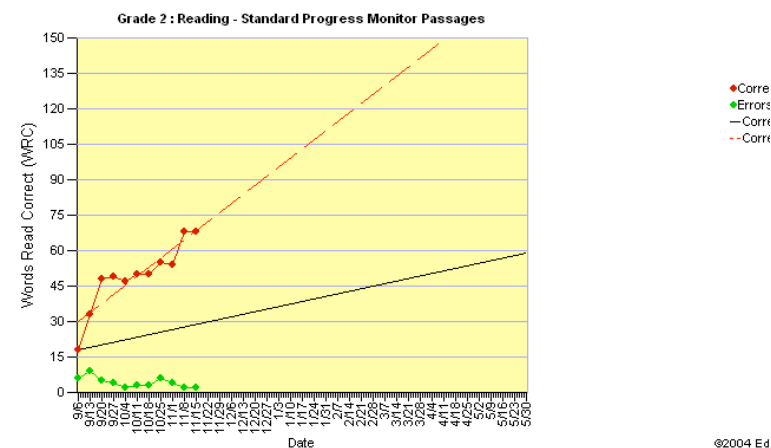
Progress Toward IEP Goals to Ensure Powerful Programs and IEP Revision



The SAME Progress Monitoring Practices Can Be Used to Assess Student's RTI as Part of SLD Entitlement



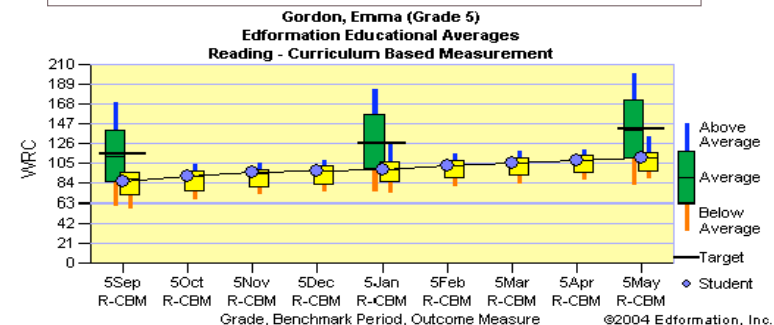
For Tier 3: Frequent Monitoring toward Individualized Goals



Building It Backwards: Monitor Progress With Less Severe Need (Tier 2) *Less Frequently*



Tier 2: Strategic Monitoring of At Risk

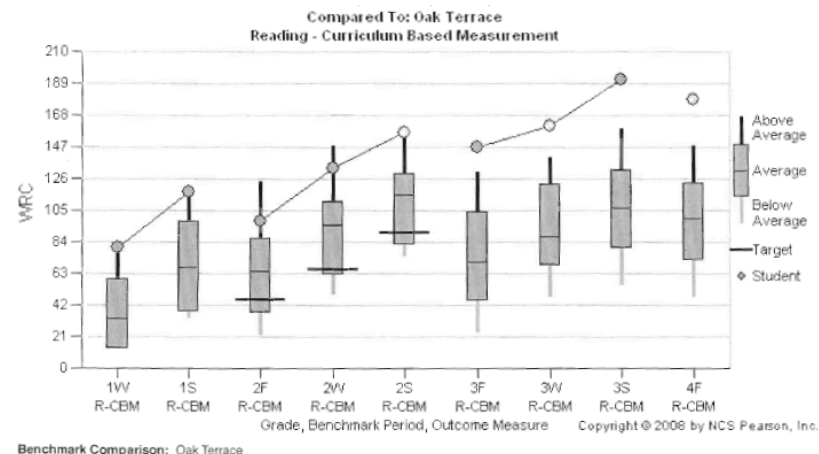


This chart shows that Emma Gordon improved from 85 Words Read Correct (WRC) from grade 5 Passages at the September Benchmark to 90 Words Read Correct (WRC) at the October Benchmark and to 94 Words Read Correct (WRC) at the November Benchmark and to 96 Words Read Correct (WRC) at the December Benchmark and to 98 Words Read Correct (WRC) at the January Benchmark and to 101 Words Read Correct (WRC) at the February Benchmark and to 104 Words Read Correct (WRC) at the March Benchmark and to 107 Words Read Correct (WRC) at the April Benchmark and to 110 Words Read Correct (WRC) at the May Benchmark. The rate of improvement (ROI) from the September Benchmark is 0.8 WRC per week. Currently, Emma Gordon's score is **Average** compared to Edformation Educational Averages.

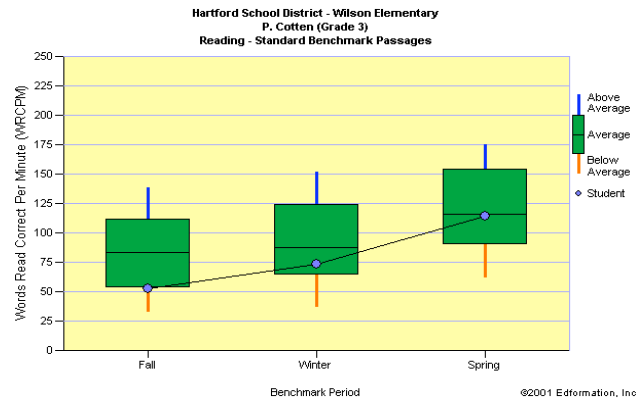
Building It Backwards: Monitor Progress With Typically Developing Students *Least Frequently*



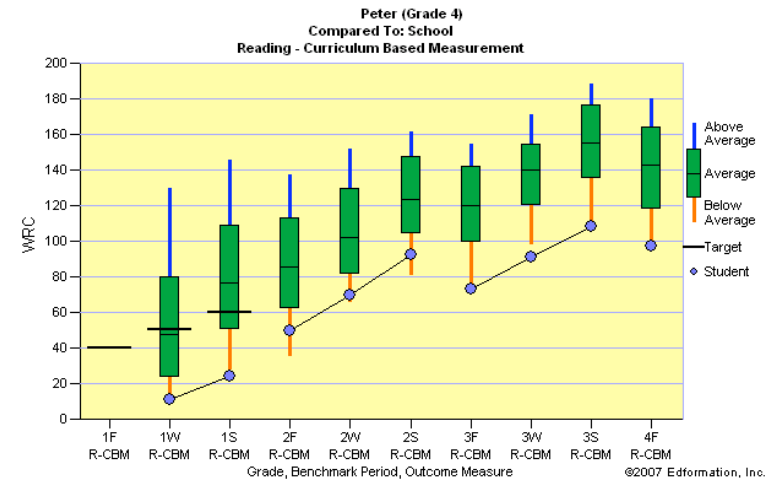
A Personal Story



Monitoring Progress at Tier 1: Benchmark Assessment to Measure Educational Need and Benefit for *All*



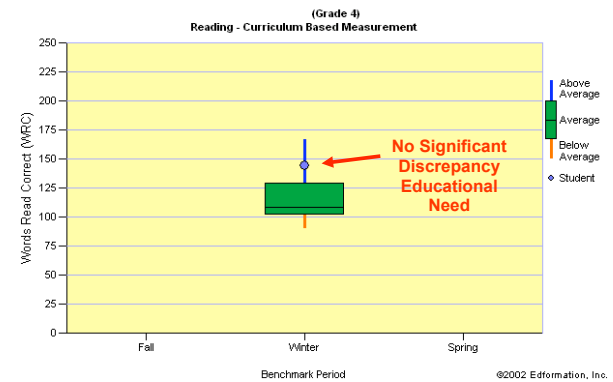
A Picture of Progress Across Years



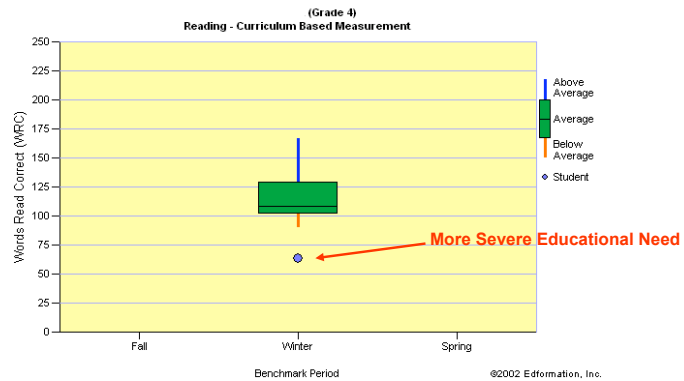
Building It Backwards: **NOW** Build Your Universal Screening Process



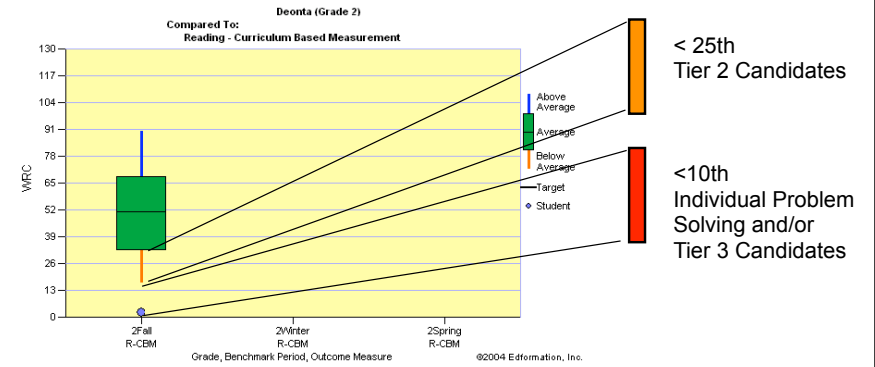
Show Amy's Educational Need on a Standard Chart **NO SEVERE PERFORMANCE DISCREPANCY**



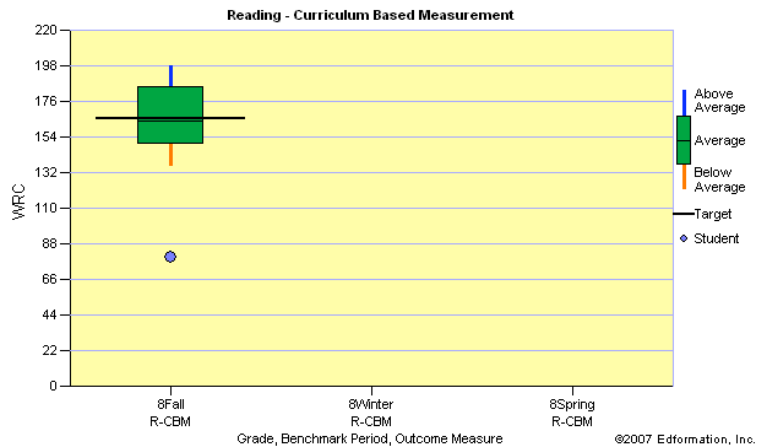
Using CBM in Universal Screening



Schools Use CBM in Universal Screening Instead of Referral Driven Practices



A Severe Performance Discrepancy



Best (or Better) Practices



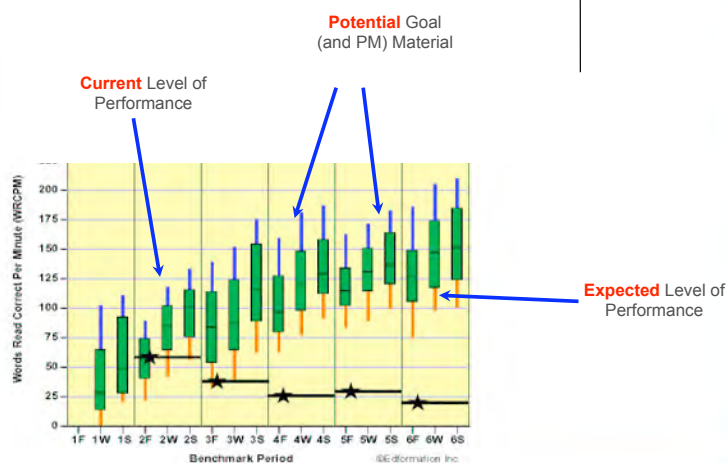
Get Better at Frequent Progress Monitoring Especially Goals



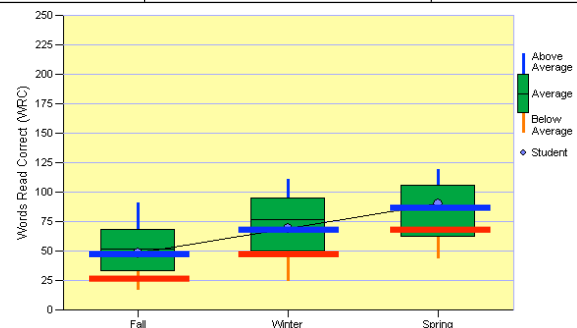
Summary Chart for Goal Setting in 3 Tiers and RTI

Tier	Goal Material	Time Frame and Frequency	Criterion for Success
Tier 1: Benchmark	Grade-Level Materials	Benchmark to Benchmark, 3 Times per Year	Adequate Progress and "Over the Bar"
Tier 2: Strategic	Grade-Level Materials	Benchmark and Monthly	Adequate Progress and "Over the Bar"
Tier 3: Frequent PM	Grade Level OR Individualized Based on Severity	Weekly	Reduce the Gap
RTI for Eligibility	Grade-Level Materials	Weekly for 4-10 Weeks	Adequate Progress or Reduce the Gap
Special Education IEPs	Individualized Based on Severity	Weekly	Reduce the Gap

What Material is PM Material for Individualized Goals?



Goal Material	Time Frame and Frequency	Criterion for Success
Grade-Level Materials	Benchmark to Benchmark, 3 Times per Year	Over the Bar



Carlos, a Second Grader, Rate of Progress Also is Exceeding "Targets" That are Linked to His State Test. By the End of Grade 2, He has a 90% Chance of Passing His High Stakes Test

Triage for Universal Screening



Triage Instead of “*Titration*” RTI Interventions

According to Wikipedia, *titration* is a medical term describing the process of “*gradually adjusting the dose of a medication until the desired effect is achieved.*”

“Dosage,” *the intensity of treatment*, is based on a judgment of whether the *Tier 2 “dosage” had its desired effect.* Students that do *not respond to Tier 3* may be considered for an *even more intensive dosage*, special education entitlement, as part of RTI.

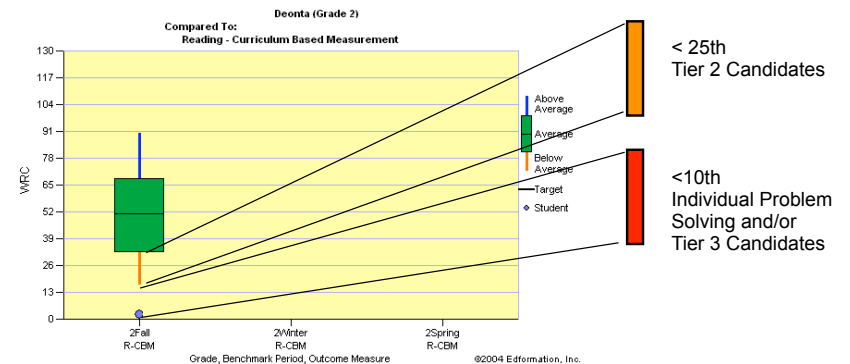
Titration (the Old Way) versus Triage (the New Way)

According to the *Wikipedia* definition, *triage* is a process used in a “*scene of mass casualty, in order to sort patients into those who need critical attention and immediate transport to the hospital and those with less serious injuries.*”

Students whose scores are *below average* (e.g., 25th percentile) may receive *Tier 2* reading intervention in addition to their core Tier 1 program.

Students with *severe reading needs* (e.g., below the 10th percentile) may receive the most powerful, intense intervention, *Tier 3.*

Aligning Need with Tiered Intervention



Use Norms to Do Triage (and Local Ones)



What Would Be The Consequences of Allocating Services Based on This Triangle?

Most Common Interpretation

1. 23% of Students Need **Tier 2**
2. 28% of Students Need **Tier 3**

Better Interpretation

1. *Many* Students Need a *More Effective Program(s)*
2. The *Core (Tier 1)* Programs Needs to Be *Strengthened* Significantly--

That is..The CORE Needs to Have the Features of Tier 2 in Higher Achieving Communities

Courtesy of Christine Martin, Indian Prairie School District, IL

Triangle are About Program Evaluation

Most Common Interpretation

1. "Only 18% of Students Need **Tier 2**
2. 77% of Students Need **Tier 3**
3. **Is That What *This* School Needs (or Can Provide?)**

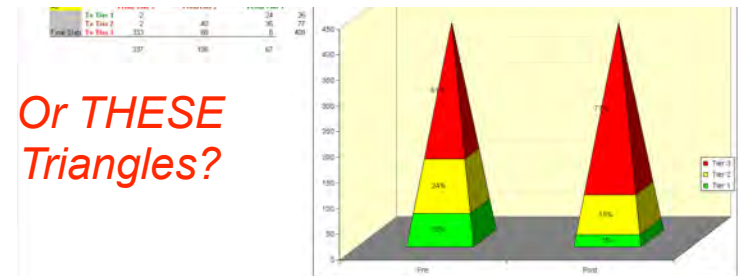
Images and Analyses Courtesy of Ben Ditkowsky, Ph.D.

beh@measuredeffects.com



Triangles are About Program Evaluation

Or *THESE* Triangles?



Images and Analyses Courtesy of Ben Ditkowsky, Ph.D.
beh@measuredeffects.com

Which Norms?

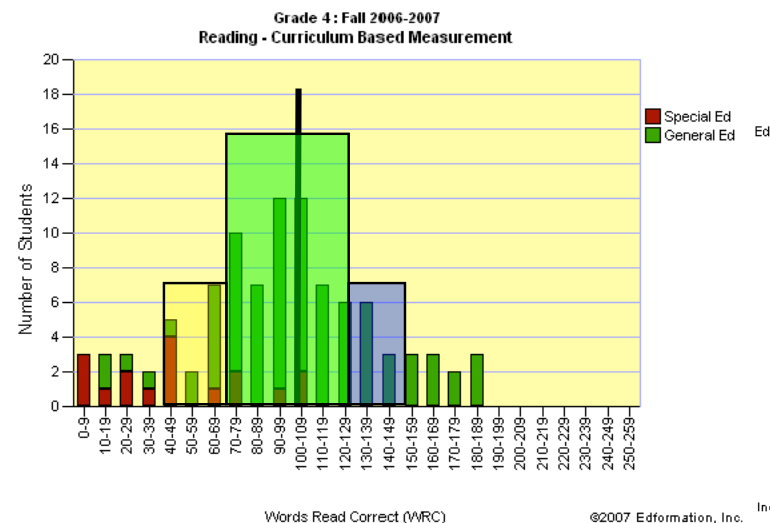
Standard 13.4

Local norms should be developed when necessary to support test users' intended interpretation.

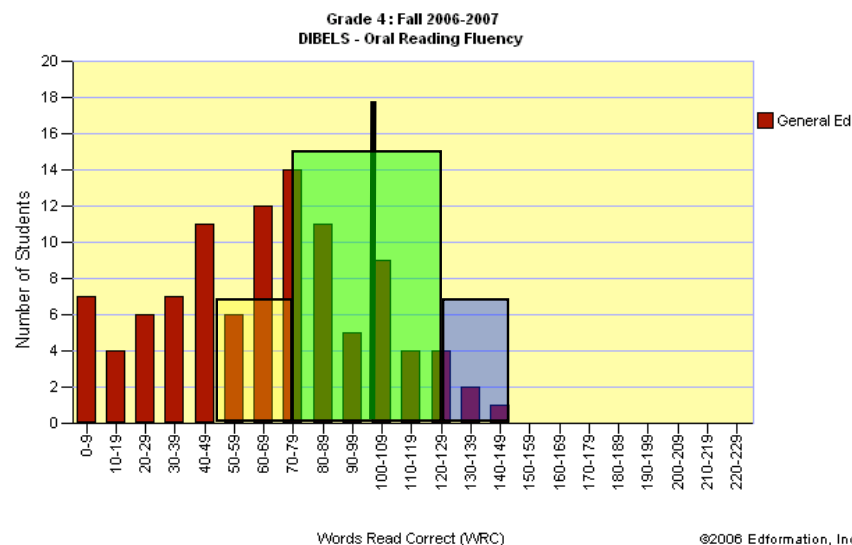
Comment: Comparison of examinees' scores to local as well as more broadly representative norm groups can be informative. Thus, sample size permitting, local norms are often useful in conjunction with published norms, *especially if the local population differs markedly from the population on which the published norms are based. In some cases, local norms may be used exclusively.*

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2004). *Standards for educational and psychological testing*. Washington DC: American Educational Research Association. Page 146.

A Community That Performs Similarly to National Norms



A Different Community Compared To National Norms



Which Norms?

Standard 4.7

If *local examinee groups differ materially from the population to which norms refer*, a user who reports derived scores based on published norms *has the responsibility to describe such differences if they bear upon the interpretation of reported scores.*

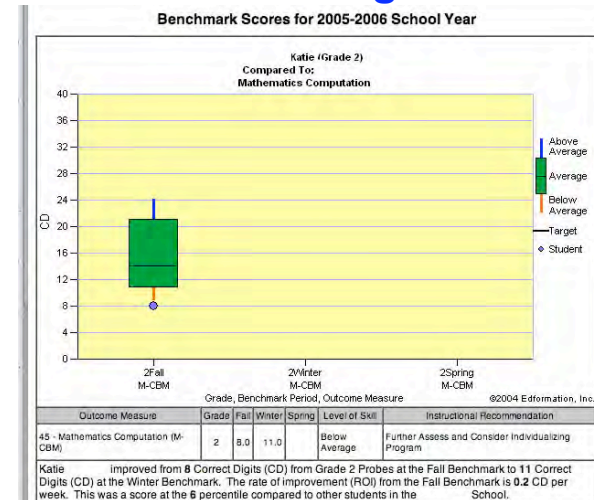
American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2004). *Standards for educational and psychological testing*. Washington DC: American Educational Research Association. Page 56.

“National” Norms Doesn’t Mean Better Norms

The *validity of norm-referenced interpretations depends* in part on the *appropriateness of the reference group* to which test scores are compared. (p. 51)

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2004). *Standards for educational and psychological testing*. Washington DC: American Educational Research Association. Page 146.

Use Normative Data for Universal Screening



Reduce the Number of Early Literacy Measures and Think Logically



Common Early Literacy Assessment Schedule

Kindergarten			First Grade			Second Grade		
Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Initial Sound Fluency (ISF)	ISF	LNF	LNF	PSF	PSF	NWF	ORF	ORF
Letter Naming Fluency (LNF)	LNF	PSF	PSF	NWF	NWF	ORF	WUF	WUF
	PSF	NWF	NWF	Oral Reading Fluency (ORF)	ORF	WUF	RTF	RTF
			Word Use Fluency (WUF)	WUF	WUF	RTF		
				Retell Fluency (RTF)	RTF			

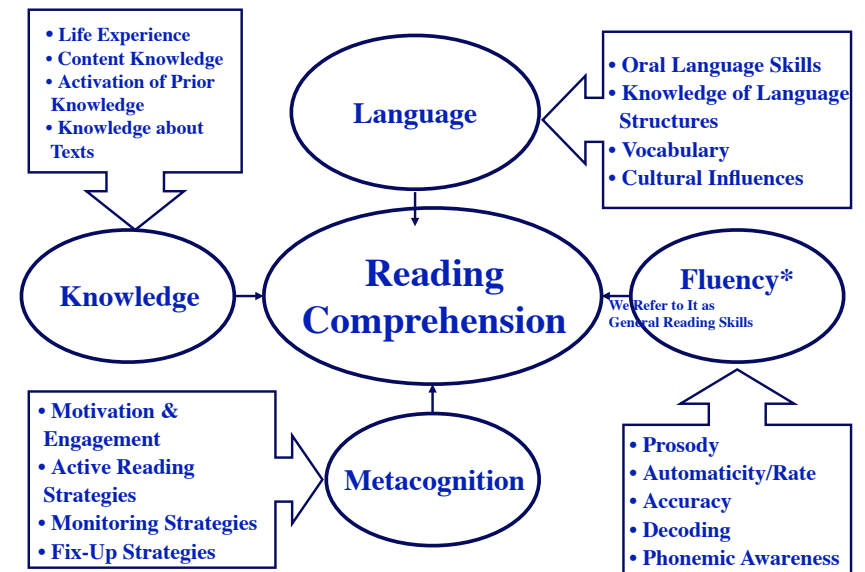
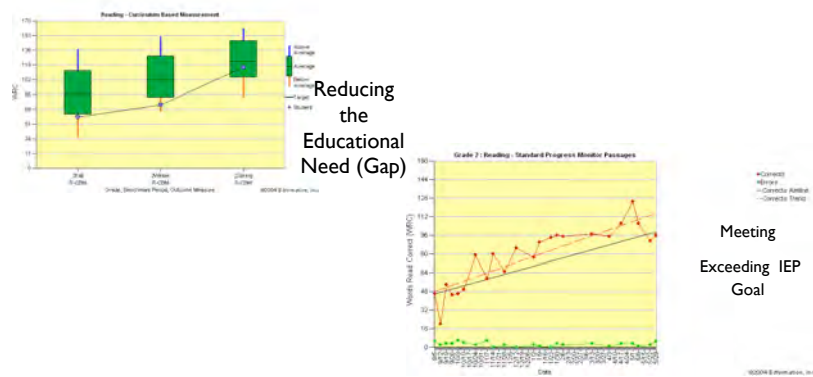
More Efficient Early Literacy Assessment Schedule

Kindergarten			First Grade			Second Grade		
Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Letter Naming Fluency	Letter Sounds	Highly Decodable Passages or Word Lists or NWF	Oral Reading	Oral Reading	Oral Reading	Oral Reading	ORF	ORF
Letter Sounds	↓	↓	↓	↓	↓			
	PSF	Letter Sounds	Highly Decodable Passages or Word Lists or NWF	Highly Decodable Passages or Word Lists or NWF	Highly Decodable Passages or Word Lists or NWF			
		↓	↓	↓	↓			
		PSF	Letter Sounds	Letter Sounds	Letter Sounds			

Put Your Data Together To Think About Annual Reviews



Annual Review: Benchmark and IEP Progress Benefit in Reading



*modified slightly from presentations by Joe Torgesen, Ph.D. Co-Director, Florida Center for Reading Research; www.fcrr.org

Big Ideas

- 💡 One of the **Features** of Multi-Tier, Coordinated Early Intervening Services (aka RTI) is **Data-Based Decision Making**, Particularly **Screening** (Universal) and **Progress Monitoring**
- 💡 Schools Currently Are **Unsystematic** or Trying to Build Their Data System(s) Around Tests or **Practices Used in General Education** Classrooms; These Practices are **Not Scientifically Based** for Screening and Progress Monitoring
- 💡 Build Your Data System “**Backwards**” Ensuring that Data Systems are Tied to **Scientifically Based** Assessment Practices...Thus, Use **Curriculum-Based Measurement**.
- 💡 **Within Members of the CBM Family**, There Are **Considerable Confusions and Inefficiencies**.
- 💡 We Know How to **Increase Efficacy** and **Efficiency** of Progress Monitoring and Screening